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Abstract

The purpose, scope, problems, and evaluations of a summer camping program for children of migrant laborers are featured in this report. Because these children (ages 10-13) are often cast in the role of assistant parents, they lack the opportunity to actively participate in activities children of their age should enjoy. The design of the summer camping programs was aimed at providing some of these experiences. Camping sessions lasted two weeks and were under the direction of a professional staff. The complete report includes summaries of the two sessions held in summer 1969 at Whitesbog, New Jersey; a sample evaluation sheet; anecdotal record; and personal interview summary. The counselors evaluation and recommended procedural changes plus revised reporting forms conclude the report. Related documents are RC 003 788, RC 003 790, RC 003 791, and RC 003 792. (DB)

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ED033785

# SESSIONS SUMMARIES - EXEMPLARY INDIVIDUAL CAMPER EVALUATIONS AND OTHER PERTINENT DATA

Developed In The

# EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING FOR CHILDREN OF MIGRANT LABORERS

held at

THE CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER

for

SOUTHERN NEW JERSEY, AT WHITESBOG

June 30 through August 8, 1969

Mr. John E. Hiros, Director

Dr. V. Eugene Vivian and
Mr. David M. Mauroff, Assistant Directors

Title III, ESEA

RC003789

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# EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING FOR CHILDREN OF MIGRANT LABORERS

## OVERVIEW:

The program is planned for children of migrant laborers. Boys and girls ranging in age from ten to thirteen years will be served. Many of these children spend much of their young days as assistant parents. In this para-professional role, they are forced to take on many responsibilities not typical and often overwhelming for children of this age group. In most instances, they face these responsibilities in an isolated situation, rarely having the opportunity to share important responsibilities with others or in a group. Such a role causes accelerated social maturation with little or no opportunity to enjoy experiences of social and recreational nature normally attributed to this age group.

It is proposed then that these children be given the opportunity to enjoy experiences that "kids" should enjoy while at the same time sharing group responsibilities.

In this exploratory program, it is planned that these children will be involved in an "around-the-clock," twelve day experience. They will live together in small groups of ten with two adult leaders. They will plan, carry out, and evaluate all they do -- the next meal, a canoe trip. They will be involved constantly in carefully designed group process techniques. They will share all of the responsibilities of the many aspects of living together. The strains and stresses of daily living will be carried out in a new atmosphere with the added ingredient of understanding appropriately provided by a compassionate professional staff.

In this atmosphere it is hoped that they will realize the true value of performing as a contributing, cooperative team member. In such an experience, no child will be a "loner," but rather a valuable and integral part of a "micro-democracy."

Additionally, in such an experience, the child can learn that, through group effort, tasks can be accomplished effortlessly, effectively, and comprehensively. The program is designed to spotlight the worth of the individual and demonstrate that his potential for success may be enhanced.

# EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING FOR CHILDREN OF MIGRANT LABORERS AT WHITESBOG


Summary--July 7 to 18, 1969, First Session

When the campers from South Brunswick arrived, we found many of them frightened and belligerent. During the first few days little work was accomplished due to constant complaining and bickering by the campers. The jogging, morning plunge, going on the obstacle course, and canoeing were disliked and even feared. But, most of the children were willing to try once they overcame their initial fears. The campers work crews discovered that cooperation was the best way to accomplish their objectives. Trying to get out of work brought strong and vociferous disapproval from the crew members. Leaders were encouraged to emerge from the crews and this helped a great deal in the performance of tasks.

The deep sea fishing trip was not enjoyed because of the seasickness of most of the children. For the next session we will replace this experience with a trip to Island Beach State Park for a day at the beach.

The canoe trip and overnight camping were the highlights of the twelve day experience. Everyone followed instructions and had a great time. The work together/play together spirit of cooperation was very good from Wednesday through Friday.

We saw a definite change in behavior and attitude in a majority of the campers. Fifteen of the sixteen children said they would like to come back.

A major reason for wanting to return seemed to be the counselors. The children identified with them and strong ties between the staff and campers were developed. Many of the experiences of the children improved when the counselor worked with them directly.

Towards the end of the 12 days the children, independently, did succeed more. Confidence on the obstacle course and in canoeing and swimming was achieved by most of the children. The campers did not view the morning jogging as competition with themselves or with their campmates. Jogging was a chore which was done but not liked by most of the children. Several children mentioned the fact that they liked the unstructured schedule of the camp. They could decide what to do next and could spend as much time as they wanted on each activity. This was their camp; they helped build and maintain it and they enjoyed it.

The belligerent children became more receptive and all of the children learned to laugh at their own mistakes. Personal relationships and cooperation among campers and counselors contributed greatly to the success of the camp.

Overcoming obstacles gave the children a sense of pride in themselves and in their ability to meet challenges. The "I ain't" attitude of many campers changed to an "I'll try" attitude as they realized that they <u>could</u> succeed.

# EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING FOR CHILDREN OF MIGRANT LABORERS AT WHITESBOG

Summary-- July 21 to August 1, 1969, Second Session

For the second time, the campers arrived in the rain. The group as a whole seemed mature and willing to participate in the planned activities. Two schools were represented-- Port Norris and Woodbine. The ages of the girls ranged from 12 to 13 years while the boys were slightly younger.

Personality conflicts among the girls caused a great deal of tension during the first few days, but this disappeared as the session progressed.

The campers, although they performed well at first, seemed less receptive during the following days. Because of this situation, the staff decided to initiate group evaluations for the boys and mock-court sessions for the girls. The girls still seemed more enthusiastic about the tent clean-ups and the preparations of meals than the boys, possibly as the result of some previous training. The manners and habits of all the campers also indicated some type of earlier guidance. One of the staff members commented,"This group was more efficient in their completion of routine tasks. This resulted in extra time which we had not encountered during the previous session."

Although the rain caused some minor problems, the children seemed to adjust extremely well to the poor weather conditions and, by the end of the week, seemed completely unmindful of the inclement weather.

Summary - Second Session (cont'd)

The continual rain necessitated a trip to the laundromat with both groups. The children were well behaved and worked well with one another to complete the job quickly and efficiently.

The group as a whole participated enthusiastically in the planned activities, particularly in the canoes and on the obstacle course.

The need for better staff/camper, staff/parent, staff/staff communications became apparent during this session. Misconceptions about the program caused dissatisfaction among the campers and some of their parents. It was suggested by the staff that parents be informed of the camp routines and discouraged from visiting since this may encourage a camper to leave.

Lack of communication among the staff members resulted in problems that could have been avoided. The poor weather conditions, camper problems, and weariness at the end of the second session created difficulties for the staff. The possibility of a longer break between sessions would prevent the let down by the staff at the end of the second session.

We feel that the children made great progress during this camp session and will always remember it as an enjoyable period in their lives. However, we are wondering whether their previous experience and their present environment will deteriorate the newly developed patterns which we have nurtured by demonstration and reinforcement during this camp session.

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**FOR SOUTHERN NEW JERSEY**

**Exploratory Program in Decentralized**
**Camping for Children of Migrant Laborers**

**June 30 - August 8, 1969**

## RATING SHEET (SUMMARY)

**Name of Camper:** Girls July 7 to 18, 1969, First Session

| Personal Habits | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Cleanliness at the dinner table | | 1 | 5 | 2 | 7 | 1 | | |
| 2. Cleanliness in general | | 1 | 5 | 2 | 5 | 3 | | |
| 3. Willingness to eat his food | | 5 | 2 | 1 | 2 | 6 | | |
| 4. Table habits (way of eating food) | | 1 | 4 | 3 | 7 | 1 | | |
| 5. Neatness of personal possessions | | 4 | 3 | 1 | 3 | 3 | 2 | |
| 6. Willingness to brush teeth | | | 2 | 5 | 8 | | | |
| 7. Responsibility for personal articles | | 4 | 3 | 1 | 3 | 4 | 1 | |
| 8. Toilet habits | | | 7 | 1 | 8 | | | |

REMARKS: _____

_____

| Program Skills | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to swim | | 1 | 2 | 5 | 8 | | | |
| 2. Ability to perform in trips or pioneering activities | | 3 | 2 | 3 | 5 | 2 | 1 | |
| 3. Ability to perform in rowboats, canoes or sailboats | | | | 8 | 8 | | | |
| 4. Ability to perform in group games | | 1 | 4 | 3 | 8 | | | |
| 5. Ability to perform in individual activities | | 1 | 5 | 2 | 4 | 4 | | |
| 6. Ability to perform in discussions and Campfires | | | 1 | 7 | 8 | | | |

REMARKS: _____

_____

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | 2 | 3 | 3 | 6 | 2 | | |
| 2. Ability to get along with his own group | | 3 | 3 | 2 | 3 | 5 | | |
| 3. Ability to get along with others, not in his own group | | 1 | 3 | 4 | 7 | 1 | | |
| 4. Ability to get along with his counselor | | 4 | 4 | | 4 | 4 | | |
| 5. Ability to get along with other campers of opposite sex | | | | 8 | 5 | 3 | | |
| 6. Ability to get along with other adults at camp | | 1 | 7 | | 6 | 2 | | |
| 7. Ability to get along with older campers | | | | | | | | |
| 8. Ability to get along with younger campers | | | | | | | | |

REMARKS: _____

_____

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | | 4 | 3 | 1 | 2 | 5 | 1 | |
| 2. Ability to be a follower in the group | | 5 | 2 | 1 | 1 | 7 | | |
| 3. Ability to be a leader in the group | | | 4 | 4 | 5 | 3 | | |
| 4. Ability to follow camp routines | | | 5 | 3 | 8 | | | |
| 5. Ability to be consistent | | 1 | 2 | 5 | 7 | 1 | | |
| 6. Ability to adjust to new situations | | 1 | 3 | 4 | 6 | 2 | | |
| 7. Ability to put effort into tasks | | 4 | 4 | | 4 | 4 | | |
| 8. Ability to not become easily frustrated | | 2 | 4 | 2 | 4 | 4 | | |
| 9. Ability to not be too bossy | | 4 | 2 | 2 | 2 | 6 | | |
| 10. Ability to be generally happy | | 3 | 1 | 4 | 6 | 2 | | |
| 11. Ability to not be too passive | | 2 | 3 | 3 | 6 | 2 | | |
| 12. Ability to be helpful to others | | | 5 | 2 | 6 | 1 | | |

REMARKS: _____

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**FOR SOUTHERN NEW JERSEY**

**Exploratory Program in Decentralized**
**Camping for Children of Migrant Laborers**

**June 30 - August 8, 1969**

## RATING SHEET (SUMMARY)

**Name of Camper:** Boys July 7 to 18, 1969, First Session

| Personal Habits | The Child at the Beginning of His Camp Stay Was | | | | During His Camp Stay the Counselor Saw | | | |
|---|---|---|---|---|---|---|---|---|
| | Exc. | Good | Fair | Poor | Improvement | No Change | Worsening | Can't Say |
| 1. Cleanliness at the dinner table | 1 | 2 | 5 | | 6 | 2 | | |
| 2. Cleanliness in general | | 3 | 5 | | 6 | 2 | | |
| 3. Willingness to eat his food | 1 | 5 | 2 | | 5 | 3 | | |
| 4. Table habits (way of eating food) | 1 | 3 | 3 | 1 | 7 | 1 | | |
| 5. Neatness of personal possessions | | 1 | 3 | 4 | 5 | 3 | | |
| 6. Willingness to brush teeth | | 5 | 2 | 1 | 5 | 3 | | |
| 7. Responsibility for personal articles | | 1 | 4 | 3 | 5 | 3 | | |
| 8. Toilet habits | | 2 | 5 | 1 | 7 | 1 | | |

REMARKS:

| Program Skills | The Child at the Beginning of His Camp Stay Was | | | | During His Camp Stay the Counselor Saw | | | |
|---|---|---|---|---|---|---|---|---|
| | Exc. | Good | Fair | Poor | Improvement | No Change | Worsening | Can't Say |
| 1. Ability to swim | | 4 | 2 | 2 | 8 | | | |
| 2. Ability to perform in trips or pioneering activities | | 4 | 3 | 1 | 8 | | | |
| 3. Ability to perform in rowboats, canoes or sailboats | | 2 | 3 | 3 | 8 | | | |
| 4. Ability to perform in group games | | 2 | 4 | 2 | 6 | 2 | | |
| 5. Ability to perform in individual activities | | 5 | 3 | | 8 | | | |
| 6. Ability to perform in discussions and Campfires | | 1 | 3 | 4 | 8 | | | |

REMARKS:

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | 2 | 3 | 3 | 8 | | | |
| 2. Ability to get along with his own group | | 4 | 2 | 2 | 8 | | | |
| 3. Ability to get along with others, not in his own group | | 3 | 3 | 2 | 8 | | | |
| 4. Ability to get along with his counselor | 1 | 3 | 2 | 2 | 8 | | | |
| 5. Ability to get along with other campers of opposite sex | | 2 | 2 | 4 | 4 | 4 | | |
| 6. Ability to get along with other adults at camp | | 3 | 3 | 1 | 8 | | | |
| 7. Ability to get along with older campers | | 4 | 2 | 2 | 8 | | | |
| 8. Ability to get along with younger campers | | 3 | 4 | 1 | 8 | | | |

REMARKS: _____

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | 1 | 3 | 2 | 2 | 8 | | | |
| 2. Ability to be a follower in the group | | 2 | 4 | 2 | 8 | | | |
| 3. Ability to be a leader in the group | | 2 | 3 | 3 | 4 | 4 | | |
| 4. Ability to follow camp routines | | 4 | 3 | 1 | 8 | | | |
| 5. Ability to be consistent | | 3 | 4 | 1 | 5 | 3 | | |
| 6. Ability to adjust to new situations | | 4 | 3 | 1 | 7 | 1 | | |
| 7. Ability to put effort into tasks | 1 | 2 | 3 | 2 | 7 | 1 | | |
| 8. Ability to not become easily frustrated | | 3 | 3 | 2 | 5 | 2 | 1 | |
| 9. Ability to not be too bossy | | 4 | 2 | 2 | 5 | 3 | | |
| 10. Ability to be generally happy | | 4 | 3 | 1 | 7 | 1 | | |
| 11. Ability to not be too passive | | 3 | 3 | 2 | 4 | 4 | | |
| 12. Ability to be helpful to others | | 4 | 1 | 3 | 8 | | | |

REMARKS: _____

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**FOR SOUTHERN NEW JERSEY**

**Exploratory Program in Decentralized**
**Camping for Children of Migrant Laborers**

**June 30 - August 8, 1969**

## RATING SHEET

**Name of Camper:** Wayne 1st session

| Personal Habits | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Cleanliness at the dinner table | | | x | | x | | | |
| 2. Cleanliness in general | | | x | | x | | | |
| 3. Willingness to eat his food | | x | | | x | | | |
| 4. Table habits (way of eating food) | | | | x | x | | | |
| 5. Neatness of personal possessions | | | | x | x | | | |
| 6. Willingness to brush teeth | | | x | | x | | | |
| 7. Responsibility for personal articles | | | | x | x | | | |
| 8. Toilet habits | | | x | | x | | | |

REMARKS: Wayne gained responsibility for his personal possessions and physical appearance.

| Program Skills | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to swim | | | | x | x | | | |
| 2. Ability to perform in trips or pioneering activities | | | | x | x | | | |
| 3. Ability to perform in rowboats, canoes or sailboats | | | | x | x | | | |
| 4. Ability to perform in group games | | | | x | x | | | |
| 5. Ability to perform in individual activities | | | x | | x | | | |
| 6. Ability to perform in discussions and Campfires | | | | x | x | | | |

REMARKS: Wayne was completely rejected at the start but because he possessed some abilities which aided the other boys he was accepted by all and gained confidence in self.

## RATING SHEET

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | | | X | X | | | |
| 2. Ability to get along with his own group | | | | X | X | | | |
| 3. Ability to get along with others, not in his own group | | | | X | X | | | |
| 4. Ability to get along with his counselor | | | | X | X | | | |
| 5. Ability to get along with other campers of opposite sex | | | X | | | X | | |
| 6. Ability to get along with other adults at camp | | | X | | X | | | |
| 7. Ability to get along with older campers | | | | X | X | | | |
| 8. Ability to get along with younger campers | | | | X | X | | | |

REMARKS: Wayne began to respond to the instructions of counselors. Only wish that he could have stayed longer!

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | | | | X | X | | | |
| 2. Ability to be a follower in the group | | | | X | X | | | |
| 3. Ability to be a leader in the group | | | | X | X | | | |
| 4. Ability to follow camp routines | | | X | | X | | | |
| 5. Ability to be consistent | | | X | | X | | | |
| 6. Ability to adjust to new situations | | | X | | X | | | |
| 7. Ability to put effort into tasks | | | | X | X | | | |
| 8. Ability to not become easily frustrated | | | X | | X | | | |
| 9. Ability to not be too bossy | | | X | | X | | | |
| 10. Ability to be generally happy | | | | X | X | | | |
| 11. Ability to not be too passive | | | | X | X | | | |
| 12. Ability to be helpful to others | | | | X | X | | | |

REMARKS: Overall improvement

Wayne

PHYSICAL FITNESS EVALUATION

| | M | T | W | Tr | F | S | Sn | M | T | W | Tr | F | TIMED 1st | TIMED last |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. morning jog | | A | C | C | C | C | C | | | | | | 8:05 | 5:00 |
| 2. slant rope | | C | C | C | C | C | C | | | | | | | |
| 3. double rope | | A | C | C | C | C | C | F | | C | B | | | |
| 4. chair pull | | - | - | - | A | C | C | I S | | A N | A T | | | |
| 5. parallel ropes | | C | C | C | C | C | C | H I | | O E | S T | | | |
| 6. tires | | A | C | C | C | C | C | N G | | T | O | | | |
| 7. slant log | | C | C | C | C | C | C | T | | R I | T R | | | |
| 8. chain log | | CF | CF | CF | CF | CF | CF | R I | | P | I P | | | |
| 9. log walk | | CF | CF | C | C | C | C | P | | | | | | |
| 10 rope climb | | C | C | -- | C | - | - | | | | | | | |
| 11. log barrier | | | -- | -- | C | C | CF | | | | | | | |

KEY: A-attempted, R-refused, C-completed, CF-confident

COMMENTS:

swimming- Overall swimming abliity improved. Enjoyed all water activities.

canoeing- Showed good canoeing techniques. One of the boys who tipped canoe on canoe trip. Remembered what he had learned and regained control of the canoe.

general- Wayne was rejected by the boys because of his physical appearance. Since he was rejected he would not participate in any of the group activities. However, the other boys discovered that he could help the group because he possessed certain abilities. Soon he was accepted by all the boys and functioned in the group well.

Camper's Name Wayne (first session)

| | | |
|---|---|---|
| **Monday**<br>Not evaluated to allow for adjustment. | **Tuesday**<br>Not evaluated to allow for adjustment. | **Wednesday**<br>Frustrated by his incapability to win in a game; tried to explain his loss by telling the others that they cheat. Enjoys swimming and has a fair amount of swimming ability. Does not share anything. |
| **Thursday**<br>Responded well in individual activity. Still having difficulty participating in group activities. Table manners are becoming worse. Refuses to follow instructions. | **Friday**<br>Would not respond to instructions. Always losing himself. Wandered back to tent and went to sleep. Would not help in work groups. | **Saturday**<br>Helped build raft; enjoyed cutting down trees. Then withdrew and wouldn't help bring logs across water. |
| **Sunday**<br>Accepted by groups. Because of ability on obstacle course boys are looking up to him. Group competition helped him a great deal. | **Monday**<br>Caught a fish on the trip. Was sea sick but did well. Well behaved in truck during trip over and back. | **Tuesday**<br>Began to work better in group work. Set table all by himself. Helped a lot during clean-up. |
| **Wednesday**<br>Did very well on canoe trip. One of the boys who tipped canoe. Remembered what he had learned and recovered the canoe immediately. | **Thursday**<br>Very interested in saw mill at Batsto. Bothered by the heat. Enjoyed tour overall. | **Friday**<br>Unhappy, only because he is going home. |

General:

Anecdotal Report

Camper's Name Wayne -First Session

During the first few days it became obvious that Wayne was the most problem ridden of the boys. His homely looks, buck teeth, and speech defect exposed him to constant ridicule and teasing from the other boys. The constant teasing, with nicknames such as "fish-face", quickly alienated him from the group. His refusal to carry his share of the work load did nothing to improve his relationships with other campers.

By about the fourth day, while in tears, he expressed a desire to go home because everyone was against him. It was becoming increasingly harder for the counselors to communicate with him without constant repetition of advice and directions.

Wayne needed something for which he would be looked up to. He found that something on the obstacle course. He became a master at everything on the course, and he was the only boy who could get over the log barrier unaided. His ability to maneuver the log barrier on his own enabled his team to win the log barrier competition. More important, the others looked up to him for advice and pointers, and he was hailed as "hero of the log barrier competition".

The fishing trip was another success for Wayne. He caught one of the four fish which were caught. He loved the ocean and the boat-ride, and he was extremely well behaved.

Wayne had a great time on the canoe trip, even though his canoe tipped. He did not panic, but applied what he had learned about regaining control of a capsized canoe. The fact that he wasn't teased or blamed in any way for the tipping incident was a sign of improved relations with the other boys.

One of the most constructive forces in Wayne's stay at camp was Lorraine, the secretary who doubled as a part-time counselor. Wayne had a "crush" on her, and her presence and influence brought about remarkable changes. He did not want to do anything which would put him in a bad light in Lorraine's eyes. At the end of camp he stated that he would definitely come again, especially to see Lorraine.

Overall, Wayne seemed to gain self-confidence, and at the end of the program was starting to participate and feel comfortable in group activities. His general enthusiasm was much greater and he took a definite pride in his accomplishments.

EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING
FOR CHILDREN OF MIGRANT LABORERS AT WHITESBOG

PERSONAL INTERVIEW

Name of Camper: Wayne Date: July 18, 1969

Did you enjoy your camp experience?

Yes

What did you like best?

Obstacle course and canoe trip

What did you like least?

Washing dishes and setting the table

Would you come again? Why or why not?

Yes. Indicated that he had a very favorable experience

Did you learn anything about (a) your campmates, (b) yourself?

Made good friends with Carl and Lamont

Do you feel any differently (a) about the out-of-doors, (b) about other campmates, (c) about living in the out-of-doors.

Father is a carpenter--works long hours, therefore, does not see him much. Father/son relationship seems lacking. He lives in the country and was already used to outdoor experiences to a degree.

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**FOR SOUTHERN NEW JERSEY**

**Exploratory Program in Decentralized**
**Camping for Children of Migrant Laborers**

**June 30 - August 8, 1969**

## RATING SHEET

**Name of Camper:** Nola 1st session

| Personal Habits | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Cleanliness at the dinner table | | | X | | X | | | |
| 2. Cleanliness in general | | | X | | X | | | |
| 3. Willingness to eat his food | | X | | | | X | | |
| 4. Table habits (way of eating food) | | | X | | X | | | |
| 5. Neatness of personal possessions | | | X | | X | | | |
| 6. Willingness to brush teeth | | | | X | X | | | |
| 7. Responsibility for personal articles | | | | X | X | | | |
| 8. Toilet habits | | | X | | X | | | |

**REMARKS:**

| Program Skills | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to swim | | | | X | X | | | |
| 2. Ability to perform in trips or pioneering activities | | | | X | X | | | |
| 3. Ability to perform in rowboats, canoes or sailboats | | | | X | X | | | |
| 4. Ability to perform in group games | | | X | | X | | | |
| 5. Ability to perform in individual activities | | | | X | X | | | |
| 6. Ability to perform in discussions and Campfires | | | | X | X | | | |

**REMARKS:**

RATING SHEET

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | | | X | X | | | |
| 2. Ability to get along with his own group | | | | X | X | | | |
| 3. Ability to get along with others, not in his own group | | | | X | X | | | |
| 4. Ability to get along with his counselor | | | X | | X | | | |
| 5. Ability to get along with other campers of opposite sex | | | | X | X | | | |
| 6. Ability to get along with other adults at camp | | | X | | X | | | |
| 7. Ability to get along with older campers | | | | | | | | |
| 8. Ability to get along with younger campers | | | | | | | | |

REMARKS: _____

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | | | X | | X | | | |
| 2. Ability to be a follower in the group | | | X | | X | | | |
| 3. Ability to be a leader in the group | | | X | | X | | | |
| 4. Ability to follow camp routines | | | | X | X | | | |
| 5. Ability to be consistent | | | | X | X | | | |
| 6. Ability to adjust to new situations | | | | X | X | | | |
| 7. Ability to put effort into tasks | | | X | | X | | | |
| 8. Ability to not become easily frustrated | | | | X | X | | | |
| 9. Ability to not be too bossy | | | | X | X | | | |
| 10. Ability to be generally happy | | | | X | X | | | |
| 11. Ability to not be too passive | | X | | | X | | | |
| 12. Ability to be helpful to others | | | | X | X | | | |

REMARKS: _____

Nola

PHYSICAL FITNESS EVALUATION

| | M | T | W | Tr | F | S | Sn | M | T | W | Tr | F | TIMED 1st | TIMED last |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. morning jog | A | A | C | | | C | C | C | C | | | | | |
| 2. slant rope | C | CF | CF | | | CF | | CF | CF | | | | | |
| 3. double rope | C | CF | CF | | | CF | | CF | CF | C | B | | | |
| 4. chair pull | | | | | | | | | | A | A | | | |
| 5. parallel ropes | A | A | C | | | C | | CF | CF | N O E | S T O | | | |
| 6. tires | C | C | CF | | | CF | | CF | CF | T | | | | |
| 7. slant log | C | C | C | | | A | | A | A | R I P | T R I P | | | |
| 8. chain log | CF | CF | CF | | | CF | | CF | CF | | | | | |
| 9. log walk | CF | CF | CF | | | CF | | CF | CF | | | | | |
| 10. rope climb | | | | | | | | | | | | | | |
| 11. log barrier | | | | | | | | | | | | | | |

KEY: A-attempted, R-refused, C-completed, CF-confident

COMMENTS:

swimming- Learned how to do the elementary back stroke and to be comfortable in the water.

canoeing- Overcame an intense fear of the canoe and really enjoyed the canoe trip on the Wading River.

general- Generally improved relationship with the other girls; not as belligerent and more affectionate.

Camper's Name Nola (first session)

| | | |
|---|---|---|
| **Monday**<br>Not evaluated to allow for adjustment. | **Tuesday**<br>Not evaluated to allow for adjustment. | **Wednesday**<br>Really tried in swimming; terribly frightened in canoe - excellent job at meals - much improvement with encouragement; tried everything on the obstacle course. |
| **Thursday**<br>Panicked in canoe (tipping); getting along better with girls - less hostile - willing to work - doesn't want to go home. | **Friday**<br>Gets along better with other girls - generally happier - tries to be helpful - went out in canoe but wouldn't tip it; very confident on the obstacle course. | **Saturday**<br>Seemed very pleased that we remembered her birthday but tried to hide it - had to be carried to the canoe. |
| **Sunday**<br>Better in the canoe - actually laughing - very helpful today; some beligerence toward the girls - still none toward us; sick tonight. | **Monday**<br>Got sick on the boat today after getting sick, she got up and started fishing - very good on the boat. | **Tuesday**<br>Good in the canoe but scared; got frustrated when Silvia didn't steer correctly; seems happy and reluctant tc go home - washed hair with astrigent shampoo. |
| **Wednesday**<br>Very confident in the canoe; not nervous - paddled well in front - enjoyed swimming - got along better with the boys; seemed very happy and was very affectionate. | **Thursday**<br>Didn't like Batsto; too hot - very good in the water and at baseball game - said she wasn't leaving home again; very defensive about her mother - took charge of dinner. | **Friday**<br>Took charge of clean-up; seemed very happy although she didn't want to leave - got in water fight with boys; cleaned up well - good taking her shower. |

General:

Anecdotal Report

Camper's Name Nola -First Session

Nola Shephard was one of the more belligerent children during her first days at camp. She was very antagonistic and refused to participate in any of the planned camp activities. However, she improved greatly in almost every respect and particularly in her relationships with her fellow campers. (Several girls mentioned the fact that, although they didn't like Nola before, they had become fairly good friends with her by the end of the session.)

Nola followed directions well and was very proficient and confident in the kitchen. Her table manners and toilet habits improved greatly during her stay at camp.

Although she had previously been unable to swim, Nola soon became proficient in the water and even overcame her fear of canoeing.

She seemed to be very reluctant to leave but would not admit it because she felt that any show of emotions on her part would be a sign of weakness.

EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING
FOR CHILDREN OF MIGRANT LABORERS AT WHITESBOG

PERSONAL INTERVIEW

Name of Camper: Nola Date: July 18, 1969

Did you enjoy your camp experience?

Yes

What did you like best?

Jogging and the canoe trip

What did you like the least?

Deep sea fishing

Would you come again?

No

Did you learn anything about (a) your campmates, (b) yourself?

Learned to get along better with people

Do you feel any differently (a) about the out-of-doors, (b) about your campmates, (c) about living in the out-of-doors?

(a) I won't litter any more

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**FOR SOUTHERN NEW JERSEY**

**Exploratory Program in Decentralized**
**Camping for Children of Migrant Laborers**

**June 30 - August 8, 1969**

## RATING SHEET (SUMMARY)

**Name of Camper:** Girls 7-21 to 8-1, 1969, Second Session

| Personal Habits | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Cleanliness at the dinner table | | 2 | 7 | 1 | 8 | 2 | | |
| 2. Cleanliness in general | | 3 | 6 | 1 | 7 | 3 | | |
| 3. Willingness to eat his food | | 4 | 5 | 1 | 8 | 2 | | |
| 4. Table habits (way of eating food) | | 4 | 5 | 1 | 7 | 3 | | |
| 5. Neatness of personal possessions | | 3 | 7 | | 6 | 4 | | |
| 6. Willingness to brush teeth | | | 8 | 2 | | 10 | | |
| 7. Responsibility for personal articles | | 1 | 8 | 1 | 6 | 4 | | |
| 8. Toilet habits | | 2 | 7 | 1 | 5 | 5 | | |

**REMARKS:**

| Program Skills | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to swim | | | | 10 | 10 | | | |
| 2. Ability to perform in trips or pioneering activities | | | 9 | 1 | 10 | | | |
| 3. Ability to perform in rowboats, canoes or sailboats | | 3 | 1 | 4 | 10 | 0 | | |
| 4. Ability to perform in group games | | | 9 | 1 | 9 | 1 | | |
| 5. Ability to perform in individual activities | | 1 | 8 | 1 | 10 | | | |
| 6. Ability to perform in discussions and Campfires | | 1 | 7 | 2 | 9 | 1 | | |

**REMARKS:**

RATING SHEET (girls-cont.)

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | 4 | 3 | 3 | 9 | 1 | | |
| 2. Ability to get along with his own group | | 5 | 2 | 3 | 9 | 1 | | |
| 3. Ability to get along with others, not in his own group | | | 7 | 3 | 10 | | | |
| 4. Ability to get along with his counselor | | 4 | 6 | | 9 | 1 | | |
| 5. Ability to get along with other campers of opposite sex | | 1 | 4 | 5 | 6 | 4 | | |
| 6. Ability to get along with other adults at camp | | 1 | 6 | 3 | 10 | | | |
| 7. Ability to get along with older campers | | | | | | | | |
| 8. Ability to get along with younger campers | | | | | | | | |

REMARKS: _____

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | | 6 | 2 | 2 | 5 | 5 | | |
| 2. Ability to be a follower in the group | | 4 | 5 | 1 | 2 | 8 | | |
| 3. Ability to be a leader in the group | | 1 | 4 | 5 | 8 | 2 | | |
| 4. Ability to follow camp routines | | 1 | 7 | 2 | 10 | | | |
| 5. Ability to be consistent | | 3 | 6 | 1 | 5 | 4 | 1 | |
| 6. Ability to adjust to new situations | | 1 | 8 | 1 | 10 | | | |
| 7. Ability to put effort into tasks | | 2 | 7 | 1 | 7 | 3 | | |
| 8. Ability to not become easily frustrated | | 4 | 5 | 1 | 3 | 7 | | |
| 9. Ability to not be too bossy | | 6 | 2 | 2 | 1 | 8 | 1 | |
| 10. Ability to be generally happy | | 3 | 6 | 1 | 7 | 3 | | |
| 11. Ability to not be too passive | | 2 | 6 | 2 | 7 | 3 | | |
| 12. Ability to be helpful to others | | 1 | 7 | 2 | 8 | 2 | | |

REMARKS: _____

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**FOR SOUTHERN NEW JERSEY**

**Exploratory Program in Decentralized**
**Camping for Children of Migrant Laborers**

**June 30 - August 8, 1969**

**RATING SHEET (Summary)**

**Name of Camper:** Boys 7-21 to 8-1, 1969, Second Session

| Personal Habits | The Child at the Beginning of His Camp Stay Was | | | | During His Camp Stay the Counselor Saw | | | |
|---|---|---|---|---|---|---|---|---|
| | Exc. | Good | Fair | Poor | Improvement | No Change | Worsening | Can't Say |
| 1. Cleanliness at the dinner table | | | 6 | 1 | 7 | | | |
| 2. Cleanliness in general | | 3 | 3 | 1 | 5 | 2 | | |
| 3. Willingness to eat his food | | 1 | 6 | | 4 | 3 | | |
| 4. Table habits (way of eating food) | | 1 | 6 | | 6 | 1 | | |
| 5. Neatness of personal possessions | | 3 | 4 | | 4 | 2 | 1 | |
| 6. Willingness to brush teeth | | 1 | 5 | 1 | 7 | | | |
| 7. Responsibility for personal articles | | 2 | 5 | | 3 | 3 | 1 | |
| 8. Toilet habits | | | 6 | 1 | 4 | 3 | | |

REMARKS:

| Program Skills | The Child at the Beginning of His Camp Stay Was | | | | During His Camp Stay the Counselor Saw | | | |
|---|---|---|---|---|---|---|---|---|
| | Exc. | Good | Fair | Poor | Improvement | No Change | Worsening | Can't Say |
| 1. Ability to swim | | | 2 | 5 | 7 | | | |
| 2. Ability to perform in trips or pioneering activities | | 1 | 6 | | 7 | | | |
| 3. Ability to perform in rowboats, canoes or sailboats | | 1 | 6 | | 7 | | | |
| 4. Ability to perform in group games | | 1 | 6 | | 7 | | | |
| 5. Ability to perform in individual activities | | 2 | 4 | 1 | 7 | | | |
| 6. Ability to perform in discussions and Campfires | | 2 | 3 | 2 | 7 | | | |

REMARKS:

## RATING SHEET (summary-cont.-boys)

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | 3 | 4 | | 7 | | | |
| 2. Ability to get along with his own group | | 6 | 1 | | 7 | | | |
| 3. Ability to get along with others, not in his own group | | | 7 | | 7 | | | |
| 4. Ability to get along with his counselor | | 3 | 4 | | 7 | | | |
| 5. Ability to get along with other campers of opposite sex | 1 | 1 | 4 | 1 | 5 | 2 | | |
| 6. Ability to get along with other adults at camp | | 2 | 5 | | 6 | 1 | | |
| 7. Ability to get along with older campers | | 3 | 4 | | 6 | 1 | | |
| 8. Ability to get along with younger campers | | 3 | 4 | | 6 | 1 | | |

REMARKS:

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | 1 | 2 | 2 | 2 | 7 | | | |
| 2. Ability to be a follower in the group | | 3 | 3 | 1 | 6 | 1 | | |
| 3. Ability to be a leader in the group | | 1 | 2 | 4 | 4 | 3 | | |
| 4. Ability to follow camp routines | | 3 | 2 | 2 | 4 | 3 | | |
| 5. Ability to be consistent | | 2 | 3 | 2 | 4 | 3 | | |
| 6. Ability to adjust to new situations | | 3 | 3 | 1 | 6 | | 1 | |
| 7. Ability to put effort into tasks | 2 | 1 | | 4 | 5 | 2 | | |
| 8. Ability to not become easily frustrated | | 1 | 4 | 2 | 5 | 2 | | |
| 9. Ability to not be too bossy | | 2 | 5 | | 3 | 4 | | |
| 10. Ability to be generally happy | | 3 | 3 | 1 | 5 | 1 | 1 | |
| 11. Ability to not be too passive | | | 7 | | 4 | 3 | | |
| 12. Ability to be helpful to others | | 3 | 1 | 3 | 6 | 1 | | |

REMARKS:

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**FOR SOUTHERN NEW JERSEY**

**Exploratory Program in Decentralized**
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**June 30 - August 8, 1969**

## RATING SHEET

**Name of Camper:** Darlene 2nd session

| Personal Habits | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Cleanliness at the dinner table | | | | x | x | | | |
| 2. Cleanliness in general | | | | x | | x | | |
| 3. Willingness to eat his food | | | x | | x | | | |
| 4. Table habits (way of eating food) | | | | x | x | | | |
| 5. Neatness of personal possessions | | | x | | | x | | |
| 6. Willingness to brush teeth | | | | x | | x | | |
| 7. Responsibility for personal articles | | | | x | | x | | |
| 8. Toilet habits | | | x | | | x | | |

**REMARKS:**

| Program Skills | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to swim | Infected foot | | | | x | | | |
| 2. Ability to perform in trips or pioneering activities | | | | x | x | | | |
| 3. Ability to perform in rowboats, canoes or sailboats | | | | x | x | | | |
| 4. Ability to perform in group games | | | | x | x | | | |
| 5. Ability to perform in individual activities | | | x | | x | | | |
| 6. Ability to perform in discussions and Campfires | | | | x | x | | | |

**REMARKS:**

RATING SHEET

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | | | X | X | | | |
| 2. Ability to get along with his own group | | | | X | X | | | |
| 3. Ability to get along with others. not in his own group | | | | X | X | | | |
| 4. Ability to get along with his counselor | | | X | | X | | | |
| 5. Ability to get along with other campers of opposite sex | | | X | | | X | | |
| 6. Ability to get along with other adults at camp | | | | X | X | | | |
| 7. Ability to get along with older campers | | | | | | | | |
| 8. Ability to get along with younger campers | | | | | | | | |

REMARKS: _____

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | | | X | | X | | | |
| 2. Ability to be a follower in the group | | | X | | | X | | |
| 3. Ability to be a leader in the group | | | | X | | X | | |
| 4. Ability to follow camp routines | | | X | | X | | | |
| 5. Ability to be consistent | | | | X | X | | | |
| 6. Ability to adjust to new situations | | | | X | X | | | |
| 7. Ability to put effort into tasks | | | | X | X | | | |
| 8. Ability to not become easily frustrated | | X | | | X | | | |
| 9. Ability to not be too bossy | | | | X | | X | | |
| 10. Ability to be generally happy | | | | X | X | | | |
| 11. Ability to not be too passive | | | X | | | X | | |
| 12. Ability to be helpful to others | | | | X | X | | | |

REMARKS: _____

Darlene [redacted]

PHYSICAL FITNESS EVALUATION

| | M | T | W | Tr | F | S | Sn | M | T | W | Tr | F | TIMED 1st | TIMED last |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. morning jog | | C | | | C | C | | | | | | | | |
| 2. slant rope | | C | | | C | C | | S | | | | | | |
| 3. double rope | | C | C | R | C | C | | H | R | C | R | | | |
| 4. chair pull | | | A | A | | | | O | A | A | A | | | |
| 5. parallel ropes | | C | N | I | C | C | | R | I | N | T | | | |
| 6. tires | | C | O | N | C | C | | E | N | O | S | | | |
| 7. slant log | | A | E | I | C | C | | | I | E | T | | | |
| 8. chain log | | C | I | N | C | C | | T | N | [illegible] | O | | | |
| 9. log walk | | A | N | G | C | C | | R | G | N | | | | |
| 10. rope climb | | | G | | | | | I | | G | | | | |
| 11. log barrier | | | | | | | | P | | | | | | |

KEY: A-attempted, R-refused, C-completed, CF-confident

COMMENTS:

swimming- Darlene could not swim for the first week because of a badly infected foot; however, by the end of the second week she was much more comfortable in the water and her swimming had improved somewhat.

canoeing- She learned how to canoe but not how to steer a canoe or go out by herself.

general- Darlene's attitude toward the staff and her fellow campers changed from aggressive hostility to comparative friendliness and cooperation.

Camper's Name Darlene (second session)

| Monday | Tuesday | Wednesday |
|---|---|---|
| Very, very hostile; she had a fight with one of the other girls; not a good worker; a loner.<br>* Aggressive action towards male counselor | Not evaluated to allow for adjustment. | Tried to impress counselors by clearing the table, etc. but then began fights with the other girls; showing increasing interest in all the male counselors. |
| **Thursday** | **Friday** | **Saturday** |
| Continued to smoke after we had asked her not to. However, she would not admit that she had been smoking. | Told lies about another girl and tried to get the rest of the girls to believe her and pressure the other girl; very sullen when reprimanded. | Stayed with the boys all day; seems to resent and ignore girl counselors. |
| **Sunday** | **Monday** | **Tuesday** |
| Involved in a fight with two of the boys during the evening dance; spends a great deal of time around the boys; still doesn't work well with other girls; has to be watched; poor in canoe. | Refused to go down on the beach at first; continued to go in the water; still very hostile; helpful at dinner; punched one of the girls in the head when this girl wouldn't give up her cot; threatened all the girls. | Fought with Debbie; disobedient all day but improved when visitors were present at dinner; staff has decided to isolate her from the rest of the girls. |
| **Wednesday** | **Thursday** | **Friday** |
| Was very receptive today; slept in girls' staff tent and was accompanied by one female staff member at all times; good on trip; has been getting along better with everyone. | Got along well with counselors and girls on trip to Allaire; has been much better since we began the 1 to 1 relationship with her; fought with Brian, called him a liar; not very involved in the campfire. | Was well-behaved this morning; helped counselors by cleaning up the cooking and eating areas; seemed reluctant to leave but didn't really show it. |

General:

* Seems to be sexually attracted to the counselor.

Anecdotal Report

Camper's Name Darlene - Second Session

Darlene arrived with a badly infected foot and the counselors were initially considering sending her home. She seemed hostile and on the first night she misunderstood an action of one of the male counselors and tried to kiss him. Her continuing belligerence caused problems with the counselors and the girls; no disciplinary action seemed to curb her tendency to start fights.

She refused to participate in most activities and claimed that her injured foot prevented her from jogging and going in the water.

By Tuesday of the second week the female counselors realized that neither peer-group pressure nor the disapproval of the counselors could prevent her hostility or unwillingness to participate.

The staff decided to isolate Darlene and maintain a constant 1 to 1 relationship between Darlene and a female counselor. After talking and working with her for only one day, her attitude and willingness to work improved greatly. By the end of the session she was getting along better with the girls and noticed the change in their attitude toward her. Though still extremely interested in the male counselors, she would stay and work with the girls and respected and talked animatedly with the girl counselors.

EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING
FOR CHILDREN OF MIGRANT LABORERS AT WHITESBOG

PERSONAL INTERVIEW

Name of the camper: Darlene Date: 8-1-69

Did you enjoy your camp experience?

Yes, there were exciting things to do.

What did you like the best?

Swimming and the obstacle course.

What did you like the least?

Nothing.

Would you come again?

Yes, and I wouldn't change anything.

Did you learn anything about (a) your campmates, (b) yourself?

(a) I'm learning to get along with other people because if you get along with them they'll get along with you.

(b) I learned I could walk farther that I thought.

Do you feel any differently (a) about the out-of-doors, (b) about your campmate
(c) about living in the out-of-doors?

(a) I learned what trees look like-their names and I learned not to pick flowers and to pick up trash.

Learned how a beaver builds a dam and that it had to be torn down to provide more water for the cranberry fields.

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**Exploratory Program in Decentralized**
**Camping for Children of Migrant Laborers**

**June 30 - August 8, 1969**

## RATING SHEET

**Name of Camper:** Donald .... 2nd session

| Personal Habits | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Cleanliness at the dinner table | | | x | | x | | | |
| 2. Cleanliness in general | | | x | | | x | | |
| 3. Willingness to eat his food | | | x | | | x | | |
| 4. Table habits (way of eating food) | | | x | | x | | | |
| 5. Neatness of personal possessions | | | x | | x | | | |
| 6. Willingness to brush teeth | | | x | | x | | | |
| 7. Responsibility for personal articles | | | x | | x | | | |
| 8. Toilet habits | | | x | | x | | | |

REMARKS: General improvement in personal habits.

| Program Skills | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to swim | | | | x | x | | | |
| 2. Ability to perform in trips or pioneering activities | | | x | | x | | | |
| 3. Ability to perform in rowboats, canoes or sailboats | | | x | | x | | | |
| 4. Ability to perform in group games | | | x | | x | | | |
| 5. Ability to perform in individual activities | | | | x | x | | | |
| 6. Ability to perform in discussions and Campfires | | | | x | x | | | |

REMARKS: Learned quickly when he wanted to. Well co-ordinated and good reflexes.

RATING SHEET

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | | X | | X | | | |
| 2. Ability to get along with his own group | | X | | | X | | | |
| 3. Ability to get along with others, not in his own group | | | X | | X | | | |
| 4. Ability to get along with his counselor | | | X | | X | | | |
| 5. Ability to get along with other campers of opposite sex | | | X | | X | | | |
| 6. Ability to get along with other adults at camp | | | X | | X | | | |
| 7. Ability to get along with older campers | | | X | | X | | | |
| 8. Ability to get along with younger campers | | | X | | X | | | |

REMARKS: Overall improvement

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | | | | X | X | | | |
| 2. Ability to be a follower in the group | | | X | | X | | | |
| 3. Ability to be a leader in the group | | | | X | | X | | |
| 4. Ability to follow camp routines | | | X | | X | | | |
| 5. Ability to be consistent | | | X | | X | | | |
| 6. Ability to adjust to new situations | | | | X | X | | | |
| 7. Ability to put effort into tasks | | | | X | X | | | |
| 8. Ability to not become easily frustrated | | | | X | X | | | |
| 9. Ability to not be too bossy | | | X | | | X | | |
| 10. Ability to be generally happy | | | | X | X | | | |
| 11. Ability to not be too passive | | | X | | X | | | |
| 12. Ability to be helpful to others | | | X | | X | | | |

REMARKS: Initially "Biggie" withdrew himself from most activities. Slowly he began participating in everything and discovered that he enjoyed it.

Donald

PHYSICAL FITNESS EVALUATION

| | M | T | W | Tr | F | S | Sn | M | T | W | Tr | F | TIMED lst | last |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. morning jog | | C | | C | C | | C | | | | | | | |
| 2. slant rope | | A | | A | | C | | | | | | | | |
| 3. double rope | | C | RAIN | C | | C | | SHORE | RAIN | CANOE | BATS TO TRIP | | | |
| 4. chair pull | | A | | A | A | C | | | | | | | | |
| 5. parallel ropes | | C | | R | | A | | | | | | | | |
| 6. tires | | A | | R | C | C | | TRIP | | TRIP | | | | |
| 7. slant log | | R | | A | C | C | | | | | | | | |
| 8. chain log | | A | | A | C | C | | | | | | | | |
| 9. log walk | | A | | A | C | C | | | | | | | | |
| 10. rope climb | | A | | A | | | | | | | | | | |
| 11. log barrier | | C | | C | C | C | | | | | | | | |

KEY: A-attempted, R-refused, C-completed, CF-confident

COMMENTS:

swimming- Showed more confidence in water. Began to float but was unable or unwilling to master other swimming techniques.

canoeing- Showed definite improvement in boating and canoeing. Refused to get into canoe at beginning. After one week of instruction, was handling canoe with confidence. Decided to go on overnight canoe trip.

general- Donald had very slow reaction to any kind of instruction. Became easily frustated. Was always desiring to quit and go home. His desire to go home was usually expressed soon after he had been made to do something he didn't want to do. However, toward the end of the experience, his threats to walk home became a joke. Donald began to assume responsibilty in the preparation of meals. He cooked well and liked to supervise in this activity.

Camper's Name Donald (second session)

| | | |
|---|---|---|
| **Monday**<br>Not evaluated to allow for adjustment. | **Tuesday**<br>Not evaluated to allow for adjustment. | **Wednesday**<br>Good showing on the obstacle course. |
| **Thursday**<br>Ran away, wanted to go home. | **Friday**<br>Moody, wanted to go home. | **Saturday**<br>Still moody, wanted to go home. Likes to cook. Stuck out the hike to the end. Taken over Larry's leadership. |
| **Sunday**<br>Went under pump for goofing off and disobeying camp rules, but later started to like place better. Getting into the routine. Good man with the girls. | **Monday**<br>Good at the beach. Generally well behaved all day. | **Tuesday**<br>Participated well in rainy day activities. Isn't working at meals as well as he should. |
| **Wednesday**<br>Ran away as a joke with 3 other boys. Had to run the jogging course three times after being constantly prodded. Was later good on canoe trip and overnight camp-out. | **Thursday**<br>Was good at Batsto. Reluctant to pitch in during tent cleanup. Joined in at night dance and sing. | **Friday** |

General:

EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING
FOR CHILDREN OF MIGRANT LABORERS AT WHITESBOG

PERSONAL INTERVIEW

Name of Camper: Donald Date: August 1, 1969

Did you enjoy your camp experience?

Yes

What did you like best?

Swimming, canoeing, and cooking

What did you like the least?

Jogging, although he didn't mind the jump in the lake.

Would you come again? Why or why not?

Yes. Enjoyed the whole overall experience

Did you learn anything about (a) your campmates, (b) yourself?

Made new friends and learned about working in a group, especially how each individual must do his part.

Do you feel any differently (a) about the out-of-doors, (b) about your campmates, (c) about living in the out-of-doors?

Better respect of nature and outdoor living in general.

Camper's Name Donald - Second Session

Donald Crisrow, "Biggie" as he was nicknamed, had his definite ups and downs. At first, Donald was very quiet, moody, and withdrawn. He expressed an early desire to go home and was often slow to react and participate. As time went on, however, Donald's overall attitude and behavior changed, until he finally realized that he was really enjoying himself, especially when he saw his individual efforts aiding in a group activity or task.

Donald stated that he enjoyed the swimming a great deal, which was obvious from the time he spent in the water, especially at the seashore. Donald also felt very much at home in the kitchen, and often did the majority of the boys' cooking-- a job which he did very well, much to his own satisfaction as well as that of the other boys. Don was disappointed that we had no chance for fishing, but he understood that the constant rain had hindered many of our original plans.

The one activity which Donald disliked was the morning jog, although he didn't mind the plunge in the lake which followed. It wasn't that Donald was not capable of jogging, for he was a well-coordinated and athletic young man-- he just felt that it was too early in the morning to be "running around."

Donald was rarely an instigator of any mischievious activity, although he wasn't against participating once something started. Once, with three other boys, he made a joking attempt at running away from camp. Unfortunately, the joke was carried too far, and it interrupted the day's activities. Consequently,

Donald and the others ran the jogging course a number of times in succession to cure their desire to "run away".

Overall, Donald was a likeable young guy whose attitude changed from an early desire to go home to a final desire to return again, if at all possible. And, in view of the objectives of our program, we can consider Donald's change as a sign of success.

## RECOMMENDED AND ADOPTED CHANGES FOR C.E.S.C.'S WHITESBOG SUMMER CAMP PROGRAM

The following list of suggestions was formulated by the 1969 camp staff as the program progressed; it is hoped that these changes will be incorporated into any future program.

### Suggestions for Recruitment of Children

1. To avoid misconceptions about the C.E.S.C.'s Whitesbog summer camp program, one of the counselors should meet with all future campers to acquaint them with the living conditions at the camp and the type of activities which are planned. The use of slides taken this summer would provide the children with a more complete idea of the camp and stimulate interest in attending.

2. The parents should be advised that they are not encouraged to visit the camp or request that their children be sent home without a 48 hour notice and a signed request from both the parents and the principal of the school. Parents may visit the camp to meet the counselors on the last day of each session.

### Possible Schedule Changes

1. During the second session a trip to Island Beach State Park replaced the deepsea fishing trip and was so successful that it is recommended that it be incorporated in the schedule of any future program.

2. More overnight trips should be planned. Such experiences alleviate potential boredom with camp routine and help to establish closer rapport between campers and counselors and help to achieve stated objectives of the program.

3. Schedule more activities for the evening; folk dancing is a possible activity which the children enjoy. (Although this activity was not on the camp schedule, it was improvised on five or six occasions with great success.)

4. Going to the laundromat was a good experience for the campers and could be repeated on rainy days and when an out of camp experience is needed.

5. Another possible rainy day activity would be to have the children prepare a short newspaper.

Changes in Camp Routine - Adopted During 1969 Camp Session

1. Establish a more specific and competitive team arrangement for cooking meals and cleaning up. Half of each camper group would cook and clean up their tents after the meal; the other half would set the table and wash the dishes. This arrangement will tend to create good cooperation among campers and break up any cliques formed by tent groups.

2. Divide the total number of girls and boys into smaller groups of four to five campers. In this way one counselor is able to work closely with a small group of campers. With a small group more interaction and fewer discipline problems will result.

3. Counselors should encourage camper groups evaluation sessions so that the children can decide on appropriate measures for coping with tardy members of their group.

Procedures for Counselors

1. In addition to setting up the campsite during the pre-camp session, counselors should establish camp routine and become acquainted with basic camping procedures and techniques for working with this type of child.

2. The counselors found that the following basic procedures had to be strongly emphasized when dealing with this type of camper:

a. Counselors should provide the children with basic lessons in hygiene and enforce a schedule of washing hands before meals and brushing teeth after meals.

b. Nightly showers for all campers should be closely supervised by counselors.

c. A list of table rules and rules for clean-up and cooking crews should be posted so that the campers know exactly what is expected of them.

3. The procedure adopted during each camp session whereby one counselor remained in each tent at night and during rest or game periods should be continued. This created better camper/counselor relationships and helped the counselors to become better acquainted with the children.

4. Counselors should actively participate in all phases of the program, especially cleaning and cooking and other jobs which may be uninteresting to the children. Exciting activities should be planned to follow less interesting ones, such as clean-up, to act as a stimulus to complete their jobs. Examples of this type of activity would be folk dancing or an all-camp swim after dinner clean-up.

5. Counselors should establish a one-to-one relationship with severe problem children. This relationship is recommended assuming that the staff/camper ratio remains the same, that is, ten campers to three counselors.

6. The summer camp schedule should be arranged so as to allow each counselor one full day away from the camp. An additional staff member serving as a relief counselor would fill in for the regular counselor.

7. One male counselor should work with the girls and one female counselor with the boys during cooking and clean-up for lunch and dinner.

8. Counselors should use a tape recorder to tape the children when they are working. These tapes could be played back to the children to point out successes and failures in cooperating and getting a job done efficiently.

**Evaluation Procedures**

1. Revision of personality rating sheets. (Revised copy of each is attached.)

2. It is hoped that a long-term evaluation follow-up to determine if the program had any lasting effect on the children would be conducted. The attached forms would be sent to a classroom teacher or other adult closely associated with the camper before the child arrives at camp and 3 to 6 months after the camper returns to his home environment. A post-camp questionnaire could also be sent to the parents. (This form is also attached.)

3, While two counselors are working with the children, a third counselor could act as an observer. This would be helpful in writing the daily evaluations of each child and would provide information on how to elicit the best reactions from the children.

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**FOR SOUTHERN NEW JERSEY**

**Exploratory Program in Decentralized**
**Camping for Children of Migrant Laborers**

**June 30 - August 8, 1969**

## RATING SHEET

**Name of Camper:** Revised Evaluation Sheet

| Personal Habits | The Child at the Beginning of His Camp Stay Was | | | | During His Camp Stay the Counselor Saw | | | |
|---|---|---|---|---|---|---|---|---|
| | Exc. | Good | Fair | Poor | Improvement | No Change | Worsening | Can't Say |
| 1. Cleanliness at the dinner table | | | | | | | | |
| 2. Cleanliness in general | | | | | | | | |
| 3. Willingness to eat his food | | | | | | | | |
| 4. Table habits (way of eating food) | | | | | | | | |
| 5. Neatness of personal possessions | | | | | | | | |
| 6. Willingness to brush teeth | | | | | | | | |
| 7. Responsibility for personal articles | | | | | | | | |
| 8. Toilet habits | | | | | | | | |

REMARKS: Change improvement column--add two more columns-slight improvement, some improvement, great improvement--omit can't say

| Program Skills | The Child at the Beginning of His Camp Stay Was | | | | During His Camp Stay the Counselor Saw | | | |
|---|---|---|---|---|---|---|---|---|
| | Exc. | Good | Fair | Poor | Improvement | No Change | Worsening | Can't Say |
| 1. Ability to swim | | | | | | | | |
| 2. Ability to perform in trips or pioneering activities | | | | | | | | |
| 3. Ability to perform in rowboats, canoes or sailboats | | | | | | | | |
| 4. Ability to perform in group games | | | | | | | | |
| 5. Ability to perform in individual activities | | | | | | | | |
| 6. Ability to perform in discussions and Campfires | | | | | | | | |

REMARKS: _____

## RATING SHEET

| Relationships | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to be comfortable with other campers | | | | | | | | |
| 2. Ability to get along with his own group | | | | | | | | |
| 3. Ability to get along with others, not in his own group | | | | | | | | |
| 4. Ability to get along with his counselor | | | | | | | | |
| 5. Ability to get along with other campers of opposite sex | | | | | | | | |
| 6. Ability to get along with other adults at camp | | | | | | | | |
| 7. Ability to get along with older campers | | | | | | | | |
| 8. Ability to get along with younger campers | | | | | | | | |

REMARKS: Omit numbers 7 and 8 if the program is still geared to one age group.

| General Behavior | The Child at the Beginning of His Camp Stay Was: Exc. | Good | Fair | Poor | During His Camp Stay the Counselor Saw: Improvement | No Change | Worsening | Can't Say |
|---|---|---|---|---|---|---|---|---|
| 1. Ability to take directions from Counselors | | | | | | | | |
| 2. Ability to be a follower in the group | | | | | | | | |
| 3. Ability to be a leader in the group | | | | | | | | |
| 4. Ability to follow camp routines | | | | | | | | |
| 5. Ability to be consistent | | | | | | | | |
| 6. Ability to adjust to new situations | | | | | | | | |
| 7. Ability to put effort into tasks | | | | | | | | |
| 8. Ability to not become easily frustrated | | | | | | | | |
| 9. Ability to not be too bossy | | | | | | | | |
| 10. Ability to be generally happy | | | | | | | | |
| 11. Ability to not be too passive | | | | | | | | |
| 12. Ability to be helpful to others | | | | | | | | |

REMARKS:

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**EXPLORATORY PROGRAM in DECENTRALIZED CAMPING at WHITESBOG**

## CHILD'S PRE-CAMP QUESTIONNAIRE

1. Would you like to go to camp?

2. Have you ever gone to a camp before?

3. What would you like to do at a camp?

4. Do you feel that you can get along with other children if you don't know them? Why?

5. What do you know about living in the out-of-doors?

6. Do you enjoy the out-of-doors? Why?

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**EXPLORATORY PROGRAM in DECENTRALIZED CAMPING at WHITESBOG**

## PARENTS' RATING SHEET

Name of Child: _____

| | Slight Improvement | Some Improvement | Great Improvement | No Change | Worsening |
|---|---|---|---|---|---|
| 1. Cleanliness at the dinner table | | | | | |
| 2. Cleanliness in general | | | | | |
| 3. Willingness to eat his food | | | | | |
| 4. Table manners | | | | | |
| 5. Neatness of personal possessions | | | | | |
| 6. Responsibility for personal articles | | | | | |
| 7. Toilet habits | | | | | |
| 8. Willingness to brush teeth | | | | | |

Parents' Rating Sheet (cont'd)

Name of Child: _____

| | Slight Improvement | Some Improvement | Great Improvement | No Change | Worsening |
|---|---|---|---|---|---|
| 9. Ability to be consistent | | | | | |
| 10. Ability to put extended effort into tasks | | | | | |
| 11. Ability to be helpful to others | | | | | |
| 12. Ability to respond to incentive | | | | | |
| 13. Ability to avoid becoming easily frustrated | | | | | |
| 14. Ability to be comfortable in a challenging situation | | | | | |
| 15. Ability to avoid being or becoming too bossy | | | | | |
| 16. Ability to appear generally happy | | | | | |

General:

**CONSERVATION AND ENVIRONMENTAL SCIENCE CENTER**
**EXPLORATORY PROGRAM in DECENTRALIZED CAMPING at WHITESBOG**

TEACHERS' RATING SHEET

Name of Child: _____ _____

| | Slight Improvement | Some Improvement | Great Improvement | No Change | Worsening |
|---|---|---|---|---|---|
| 1. Ability to get along with peer group | | | | | |
| 2. Ability to get along with others not in peer or ethnic groups | | | | | |
| 3. Ability to be an effective member of a group | | | | | |
| 4. Ability to perform as an effective group leader | | | | | |
| 5. Ability to get along with teacher | | | | | |
| 6. Ability to get along with other adults at school | | | | | |
| 7. Ability to take directions | | | | | |
| 8. Ability to avoid becoming easily frustrated | | | | | |
| 9. Ability to be consistent | | | | | |
| 10. Ability to avoid being or becoming too bossy | | | | | |
| 11. Ability to avoid being too passive | | | | | |
| 12. Ability to appear generally happy | | | | | |
| 13. Ability to adjust to new situations | | | | | |
| 14. Ability to put effort into tasks | | | | | |

# APPENDIX

**FIRST WEEK** of 12 day session with children (Monday, July 7, 1969 to Sunday, July 13, 1969)

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| Sunrise 715 to 900 | | Rise and prepare | jog -- breakfast -&- | | site maintenance | prepare bagged lunch | |
| 900 to 1130 | Arrive at the Elizabeth White Conference Building in the Whitesbog Village at 11 AM - Meet group leaders-pickup equipment-load truck pickup lunch | 9-1015 boys - ob. course girls - water front 1015-1130 reverse above | Orienteering to next res. and sand spit. tree climbing jogg back to campsite | 900-1000 canoeing 1000-1130 edible plants | 9-1130 swimming water initiatests canoeing | 900 to 400 all day canoe trip in bogs-practice run for future overnight trip on Wading River | 900-1130 Church - specific arrangements to be made for different faiths |
| 12 to 1 | Picnic lunch on lawn by E. White Building | rest period --- | | | | | |
| | | prepare | lunch --- | | | | |
| 1-130 | 1-2 move equip to site settle in | Site maintenance----- | | | | | |
| 130 to 430 | 2-3 boys to obstacle course girls to water-front | 130-300 waterfront - all 3-430 introduction to canoeing | 130-230 girls - water front boys -ob course 230-330 reverse above 330-430 canoeing | 130-300 swimming and ob course 300-430 initiative test -scavenger hunt -wood chopping | 130-230 Orienteering 230-430 building monkey bridge | | 130-300 swimming 300-on units prepare their parts of festival dinner |
| | 3-4 reverse of above | | | | | 400-rest period | |
| 430 to 730 | 4-730 Supper | cook supper -- | rest period -- etc. | | | | |
| 730 to sunset | Unit gab session at small campfire - evaluation | all camp sing & sunset watch | unit gab session and evaluation | all camp sing & night sounds | unit gab session and evaluation | all camp gab session and clearing house | 600 - prepare bagged lunch for Monday's Fishing Trip |
| | Staff evaluation and planning sessions | | | | | | 700 film at Whitesbog |

(Same schedule will be used for Monday, July 21, 1969 to Sunday, July 27, 1969)

SECOND WEEK of 12 day session with children (Monday, July 1 , 1969 to Friday, July 18, 19( )

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| Sunrise 715 to 900 | Rise and Prepare | jog -- breakfast | -- & -- make bagged lunch | site maintenance make bagged lunch | | | |
| 900 to 1130 | Special Monday Schedule: Rise-530 Leave for Brielle for Deep Sea Trip at 7 am. 800-330 Fishing | 900 to 1000 canoeing 1000 to 1130 shelter building | Special Wed. Schedule: Leave for Hawkins Bridge at 830 am for start of canoe trip. Lunch enroute | Clear site - pack vehicles Hike to Harrisville Ruins Bus to Batsto | Clear unit site check in all equipment Leave for home at 1100 am | | |
| 12 to 1 | Prepare | lunch | ------ | (at Batsto) | | | |
| 1-130 | Site maintenance ------ | | | | | | |
| 130 to 430 | Complete fishing trip and return to camp by 5 pm | 130-330 waterfront and ob. course 330-430 Haiku Poetry | Arrive at Bodine Field at 300 pm Establish sites build shelters | Tour Batsto Village Bus back to campsite by 430 pm | Staff session -review -write up anecdotals | | |
| 430 to 730 | Cook supper -- | rest period | -- etc. | | | | |
| 730 to sunset | all camp gab session and evaluation of trip | unit gab session-final plans for canoe trip | all camp sing astronomy | unit gab session All Camp Closing Camp Fire | | | |
| | Staff evaluation and planning sessions | | | | | | |

(Same schedule will be used for Monday, July 28 t Friday, August 1, 1969.)